

U.S. Department of Education

Washington, D.C. 20202-5335



OFFICE OF SPECIAL EDUCATION PROGRAMS FY 2006 GRANT PERFORMANCE REPORT FOR CONTINUATION FUNDING

CFDA # 84.323A

PR/Award # H323A050006

Budget Period # 2

Report Type: Annual Performance

OMB No. 1890-0004, Expiration Date: 10/31/2007

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**U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)**

Check only one box per Program Office instructions.

☒ **Annual Performance Report** ☐ **Final Performance Report**

General Information

1. PR/Award #: **H323A050006**

(Block 5 of the Grant Award Notification.)

2. NCES ID #: 30

(See Instructions.)

3. Project Title: Project STRIDE: Strengthening Teacher Retention, Instructional Design, and Evaluation

(Enter the same title as on the approved application.)

4. Grantee Name*(Block 1 of the Grant Award Notification.)*: Montana Office of Public Instruction

5. Grantee Address *(See Instructions.)*: PO BOX 202501

City: HELENA State: MT Zip:59620 Zip+4:2501

6. Project Director:	First Name Robert	Last Name Runkel	Title Project Director
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Phone #:
(406)444-4429

Fax #:
(406)444-3924

Email Address:
BRUNKEL@MT.GOV

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 4/1/2006 To: 3/30/2007 (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	181,363.00	0.00
b. Current Reporting Period	429,994.00	0.00
c. Entire Project Period <i>(For Final Performance Reports only)</i>	0.00	0.00

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

- a. Are you claiming indirect costs under this grant? ☒ Yes
☐ No
- b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes
☐ No
- c. If yes, provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2004 To: 6/30/2007 (mm/dd/yyyy)
 Approving Federal agency: ☒ ED ☐ Other (Please Specify)
 Type of Rate (For Final Performance Reports Only): ☐ Provisional ☐ Final ☐ Other (Please Specify)
- d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that :
- ☐ Is included in your approved Indirect Cost Rate Agreement?
☐ Complies with 34 CFR 76.564(c)(2)?

Human Subjects ((See instructions.)

10. Annual Certification of Institutional Review Board (IRB) Approval? ☐ Yes ☐ No
☒ N/A

Performance Measures Status and Certification ((See instructions.)

11. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ☐ Yes ☒ No
- b. If no, when will the data be available and submitted to the Department? 9/30/2010 (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative: LINDA MCCULLOCH	Title: STATE SUPERINTENDENT
Signature:	Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title :
 File : C:\Documents and Settings\mcgregor.RURAL\My Documents\SPDG\Performance Report 2007\ED524BExecSummary.doc



U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary

OMB No. 1890 - 0004
Expiration: 10-31-2007

PR/Award #: (Please Enter)
H323A050006

(See Instructions.)

EXECUTIVE SUMMARY YEAR TWO

Montana's State Personnel Development Grant includes a set of focused and purposeful professional development activities implemented across a five-year period of time. All activities are focused on increasing student access to skilled teachers and educationally responsive classrooms as the means of improving academic outcomes. Toward that end, proposed objectives and associated activities focus on three major goals: (1) increasing access to the general education curriculum; (2) support to implement early intervening strategies; and (3) planned efforts that focus on the recruitment and retention of highly qualified teachers.

Professional development initiatives focused on **access to the general education curriculum** focus on pedagogical practices, such as differentiated instruction and universal design, that lead to implementation of standards-based instructional units designed with the full range of students in mind. A second academic initiative addresses reading, seeking to expand and align ongoing state efforts to ensure that students with disabilities are beneficiaries of successful school-based reading inventions currently supported with Title I dollars, as well as implement initiatives focused on schools not involved in this program. Systematic pilot testing and broader-based professional development focused on **early intervening** complement these efforts, supporting LEAs to take advantage of new provisions of the IDEA 2004 to provide research-based supports to students before they fail and are identified as exceptional. Finally, **recruitment and retention** initiatives focus on maintaining qualified and skilled teachers in the classroom. Strategies include the expansion of mentoring opportunities in the state, efforts to ensure preparation of personnel to work with children under Part C, and the development of a component of Montana's High Objective Uniform State Standard of Evaluation (HOUSSE) that describes the collaborative partnership as one choice for special education teachers to become highly qualified.

The initiatives that are part of this project take a number of forms, using strategies that meet nationally recognized standards for high-quality professional development (NSDC, 2001). Further, they are aligned and coordinated with school improvement initiatives supported by Title I and Title II dollars. Finally, project activities evaluation is grounded in a Results and Performance Accountability evaluation model which will ensure that ongoing data collection and analysis will inform continuous improvement efforts, as well as outcome analyses.

Baseline data, targets, and performance data have been developed for most of the performance measures. The required performance indicators were not available in the development of the grant application and now have been aligned during the first year of grant activity.

The goals of the grant are:

Goal 1. Access to the General Education Curriculum. Students with disabilities will have increased access to the general education curriculum.

Goal 2. Early Intervening Services. To assist LEAs to implement coordinated early intervening services to support students at risk before they are referred to special education.

Goal 3. Teacher Training and Retention. Students with disabilities will receive instruction from well-prepared special educators who are skilled in core curriculum content.

Information regarding SPDG goal activities is enclosed.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award #: **H323A050006**

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1 . Project Objective ☒ Check if this is a status update for the previous budget period.

Provide personnel with the knowledge and skills to meet the needs of, and improve the performanc and achievement of, infants, toddlers, preschoolers, and children with disabilities.

1a. Performance Measure	Measure Type	Quantitative Data					
Percent of personnel receiving professional development through SPDG based on scientific- or evidence-based instructional practices	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			370 / 948	39		325 / 948	34
1b. Performance Measure	Measure Type	Quantitative Data					
Percent of SPDG projects that have implemented personnel development/training activities that are aligned with improvement strategies identified in their State Performance Plan (SPP).	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			4 / 4	100		4 / 4	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Reporting for this objective encompasses four specific initiatives: RtI, Mentoring, Reading First, and We Teach All.

Progress relative to each is highlighted.

The Response to Intervention (RtI) Pilot Project is in the second year of implementation. Four sites throughout the state have received best-practices training and coaching on implementing the RtI model. Data collection and analyses focused on outcomes for this project are being collected by the contractor and will be disseminated during year three of the grant. In addition, the OPI is developing and gathering resources for the RtI portion of the Website. Video modules, power point presentations, resource articles and other Websites with RtI information will be part of the site. The new OPI Website will go live by June 2007. As new resources are developed, they will be placed on the Website. In addition, two of the Comprehensive System of Personnel Development (CSPD) regions have used mini-grants to provide RtI training on implementation to schools within their region that are not part of the grant. We are increasing the mini-grants for the next two grant years to continue to expand the availability of RtI training at the local level.

The annual Teacher Mentor Institute has been sponsored in part with SPDG dollars. The focus of the institute is developing quality teacher mentor skills, and providing instruction on developing a teacher mentor program in a local school or district utilizing models that have been effective within other Montana districts. The institute focuses on providing consultation, collaboration and coaching skills to potential mentors so that they can work with new teachers in a variety of ways.

We Teach All is one of the vehicles through which the OPI is assisting teachers to increase their capacity to plan and deliver instruction designed to support the learning of heterogeneous groups of students. After expanding throughout the state in previous years, we have identified and supported a "high implementing" site at the high school level, and other trainers from the elementary levels. These teams have provided professional development at other schools and statewide conferences, and developed materials for dissemination.

The Reading First initiative has been underway throughout the first two years of this project. Cohort 1 consists of 20 schools. A second cohort was begun in the fall of 2006, adding an additional 13 schools this year. Special education personnel from these schools have been involved in a series of trainings across the school year focused on the use of scientifically-based research strategies for use with students with disabilities.

Actual performance data are calculated as follows:

Measure 1a - The SPDG initiatives for this indicator are Reading First, RtI, and CSPD Region V. The school personnel participating in training activities are taken from the registration lists for each training/activity. The number of school personnel employed in the participating schools are reported in full-time equivalency units (FTE). Full-time equivalency (FTE) is the amount of time required to perform an assignment states as a proportion of a full-time position, and computed by dividing the amount of time employed by the time normally required for a full-time position.

Measure 1b - There are several initiatives funded by the SPDG that are aligned with the improvement strategies outlined in Montana's State Performance Plan. These initiatives are Part C-Early Childhood Courses, Response to Intervention (including CSPD Regional Trainings), Reading First, and Universal Design Learning (We Teach All).



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Project Status Chart**

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

7. Project Objective ☐ Check if this is a status update for the previous budget period.
To develop guidance documents for LEAs that want to implement early intervening strategies.

7a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Percent of districts receiving material that find it useful and clear.	PROJ		/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

This objective is not scheduled for implementation during the current project year. Guidance documents will be developed when additional data have been gathered and analyzed for the RtI pilot projects that are currently underway.



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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

8 . Project Objective ☐ Check if this is a status update for the previous budget period.
To refine and replicate the RtI pilot project to encompass additional LEAs.

8a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Number of additional schools involved in expansion efforts in subsequent years.	PROJ		/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The original four RtI pilot schools are completing their first full year of implementation. The schools have worked closely with the contractor in developing next steps and ensuring that the RtI implementation for all tiers was sound.

Two CSPD regions have used mini-grants to provide RtI training on implementation to schools within their region that are not part of the grant. We are increasing the mini-grants for the next two grant years to continue to expand the availability of RtI training at the local level. In addition, the OPI is developing and gathering resources for the RtI portion of the Website. Video modules, power point presentations, resource articles and other Websites with RtI information will be part of the site. The new OPI Website will go live by June 2007.

When evaluation data from the pilot are fully analyzed, a determination will be made about the way in which additional LEAs can seek support for RtI implementation. At that point, a performance target will be established.



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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

9 . Project Objective ☐ Check if this is a status update for the previous budget period.
To provide an array of other professional development activities for LEAs seeking to implement early intervening services.

9a. Performance Measure	Measure Type	Quantitative Data					
Percent of districts utilizing training materials/activities in order to implement early intervening services.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Beyond the two approaches currently underway to support pilot work in the area of RtI, preparation is occurring to put together other resources that can support a larger number of districts in their efforts to utilize these practices. Because these products are currently under development at this point, this objective, focused on scaling-up efforts, is scheduled to start during the next grant year.



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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

10 . Project Objective ☐ Check if this is a status update for the previous budget period.
To facilitate and support schools to provide mentor programs for new special education teachers.

10a. Performance Measure	Measure Type	Quantitative Data					
Percent of districts adopting mentor programs.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			66 / 439	15		51 / 439	12

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Annual mentor institutes have occurred for five years and have been partially funded by SIG or SPDG dollars. Each year, learning has focused on developing teacher mentor skills and educating participants on developing mentor programs that meet best practices. In the last grant year the Statewide Mentor Taskforce developed a CD that contained resources, mentoring articles, power point training materials, and materials that other districts in Montana developed. This resource was distributed at the mentor institute and continues to be presented and distributed at conferences such as Title I, Administrative Leadership Conference, and Council for Exceptional Children.

This grant year, we will provide training to mentor trainers who will be available in each CSPD region to assist districts in developing mentor programs and training on teacher mentor skills.

Calculatrions for performance data were calculated as follows:

Actual performance data reflect the number of districts in Montana adopting mentor programs.



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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

11 . Project Objective ☐ Check if this is a status update for the previous budget period.

To develop professional development options that enable special educators to meet established criteria to become highly qualified in core curriculum content areas.

11a. Performance Measure	Measure Type	Quantitative Data					
Percent of special education teachers in Montana meeting highly qualified standards.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Montana teacher education programs will continue to require that all prospective special education teachers hold degrees in general education prior to receiving the teacher endorsement as a special education teacher. The state is in the final stages of discussion with the U.S. Department of Education on a multiple measure approach to evaluate elementary teacher core competence. Montana is in the process of validating baseline data and, at this time, is not available for analysis and reporting. Baseline data will be reported in the next grant year.



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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2 . Project Objective ☒ Check if this is a status update for the previous budget period.
Improve the quality of professional development available to meet the needs of personnel serving children with disabilities.

2a. Performance Measure	Measure Type	Quantitative Data					
Percent of professional development activities provided through the SPDG based on scientific- or evidence-based instructional/behavioral practices.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			75 / 75	100		60 / 60	100
2b. Performance Measure	Measure Type	Quantitative Data					
Percent of professional development/training sustained through on-going and comprehensive practices.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			50 / 60	83		43 / 60	72

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Evidence-based practices are the foundation of the major training initiatives supported with SPDG dollars.

The RtI training has been occurring through both the Pilot Project and CSPD regionally sponsored professional

development. Scientific or evidence-based instructional practices are the focus of all of these training days.

Through the SPDG collaboration with the Montana Reading First implementers, 13 schools have been provided ongoing professional development in intervention strategies for reading, connecting special educators with their Reading First cohorts that represent a diverse range of schools from across Montana.

In addition, the We Teach All high school level coaches have provided ongoing support to other schools working on implementing differentiated instruction.

Reported performance numbers are based on the number of activities sponsored during this performance period. As illustrated by the reported data, all focus on the use of evidence-based practices but not all of the activities are being implemented in an ongoing manner. There were a number of awareness activities that did not entail supported implementation of the practice.



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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

3 . Project Objective ☐ Check if this is a status update for the previous budget period.

Implement strategies that are effective in meeting the requirements described in section 612(a)(14) of IDEA to take measurable steps to recruit, hire, train, and retain highly qualified personnel in areas of greatest need to provide special education and related services.

3a. Performance Measure	Measure Type	Quantitative Data					
In States with SPDG projects that have special education teacher retention as a goal, the Statewide percentage of highly qualified special education teachers in the State-identified professional disciplines.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Special education teacher retention is not a goal within the approved workscope of this grant.



**U.S. Department of Education
Grant Performance Report (ED 524B)
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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

4 . Project Objective ☒ Check if this is a status update for the previous budget period.

To provide schools with multiple avenues of support through which teachers increase their capacity to plan and deliver instruction designed to support the learning of heterogeneous groups of students.

4a. Performance Measure	Measure Type	Quantitative Data					
In schools involved in the We Teach All initiative, the percent students who spend 80% or more of the school day in general education classrooms.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			4856 / 9712	50		4628 / 9712	48
4b. Performance Measure	Measure Type	Quantitative Data					
Percentage of students with disabilities who score in the proficient range on statewide assessment in schools involved in the We Teach All Initiative.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			2914 / 9712	30		/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The We Teach All initiative provides professional development and support to schools implementing differentiated instruction. This grant year, ?high implementing schools? have been working to recruit other schools that would like to

implement differentiated instruction. We have had mixed success in bringing additional schools into the grant project. Schools that been implementing differentiated instruction since we began the We Teach All initiative have requested additional training to assist them in increasing their classroom effectiveness. We will provide additional training next year focusing on the east side of the state and schools that began implementation in the early years of We Teach All.

Performance measures established for this objective encompass time in general education to access the general education curriculum, and achievement on assessments aligned to this curriculum. Calculations were made as follows:

Indicator 4a: The indicator is measured using the number of students with disabilities receiving special education and related services for 80% or more of the school day divided by the number of students with disabilities attending schools involved in the We Teach All initiative.

Indicator 4b: Baseline data has been collected and is currently being validated and therefore is not yet available for analysis and reporting at this time. Baseline data will be included in the next reporting period of this grant. A target was established reflecting current statewide data on performance of students with disabilities on the statewide assessment.



**U.S. Department of Education
Grant Performance Report (ED 524B)
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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

5 . Project Objective ☐ Check if this is a status update for the previous budget period.
To provide more effective and intensive reading interventions for students with disabilities.

5a. Performance Measure	Measure Type	Quantitative Data					
Percent of students with disabilities in grades K-3 in Reading First schools demonstrating gains.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The Instructional Strategies Coordinator during this school year has been providing professional development to special education teachers employed at Cohort 2 Reading First Schools. Site visits include support and coaching for teachers in the areas of teaching reading and interpreting reading assessment to provide the best instructions for all students. In addition, this coordinator has also provided professional development and individual consultation for schools throughout three CSPD regions. These professional development opportunities will be expanded in the next two years of the grant.

Evaluation data for the Reading First initiative are gathered through a contract with Northwest Regional Educational Laboratories. Reports received to date identify the number of students with disabilities participating in the program (N=441) and the total percentage of students demonstrating gains in Reading First schools. These reports do not disaggregate results for students with disabilities. A request for these data will be made and once received, will be used to establish a performance target for this objective.



**U.S. Department of Education
Grant Performance Report (ED 524B)
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PR/Award #: **H323A050006**

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

6 . Project Objective ☒ Check if this is a status update for the previous budget period.
To Pilot and systematically evaluate training and technical assistance activities with a small number of districts to determine the necessary components for a support model for rural districts to implement an effective RtI model.

6a. Performance Measure	Measure Type	Quantitative Data					
Percent of personnel in pilot schools receiving training on RtI practices.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 94	85		79 / 94	84
6b. Performance Measure	Measure Type	Quantitative Data					
Percent of students participating in early intervening services prior to a referral to special education.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The four RtI pilot schools have carefully implemented RtI. School teams size vary from three to eight members, depending on the size of the school. During this grant year, the pilot schools met together for one professional development and sharing opportunity. In addition, the contractor has provided two training/consulting days for each school, focusing on determining

status of implementation at the site, providing instruction on implementation of RtI and establishing next steps for the site. More school personnel attended the on-site visit days than the one-day central training for all sites. This training format, both on-site and central training, will continue throughout the next grant year.

Calculation for performance measures was done as follows:

Indicator 6a: Represents the number of personnel in school-based teams in pilot schools divided by the total number of personnel employed in pilot schools.

Indicator 6b: Data collection for this indicator begins July 1, 2007. Baseline data will be analyzed and targets will be set and reported in the next grant period.



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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

12 . Project Objective ☒ Check if this is a status update for the previous budget period.
To develop the preparation of highly qualified personnel to work with children in Montana served under Part C.

12a. Performance Measure	Measure Type	Quantitative Data					
Percent of university courses sponsored by SPDG that incorporate training on evidence-based instructional practices.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			4 / 4	100		4 / 4	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The university courses sponsored during this grant year include: Infant Development; Family Development; Assessment and Family Information Gathering; and Community Service Delivery. All of these courses incorporate evidence-based instructional practices and focus on early intervention. The courses all follow Division of Early Childhood recommended practices guidelines.

Calculation of performance measures was completed as follows:

The total number of university courses sponsored by the SPDG that incorporate training on evidence-based instructional practices was divided by the total number of university courses sponsored by the SPDG. Funds are not allocated for courses not focusing on evidence-based instructional practices.



**U.S. Department of Education
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SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

Title :

File : C:\Documents and Settings\mcgregor.RURAL\My Documents\SPDG\Performance Report 2007\budget524BSectionBC.doc

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

Title :

File : C:\Documents and Settings\mcgregor.RURAL\My Documents\SPDG\Performance Report 2007\Other524BSectionBC.doc



U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

OMB No. 1890 - 0004
Expiration: 10-31-2007

PR/Award #:
H323A050006

SECTION B - Budget Information *(See Instructions. Use as many pages as necessary.)*

Budget expenditures from the grant to date total \$429,994. Personnel changes and additions occurred since the last project performance report. Nikki Sandve replaced Dick Trerise as a full time Project Coordinator. A reading specialist (Tara Ferriter-Smith) was added to the project staff to support the reading initiative that is part of this grant. The grant was fully staffed in November 2007.

All project initiatives are currently running, some in the introduction phase. The grant activities are designed to maximize the resources committed to them. Our activities were and are being approached as multi-year projects that build sustainable outcomes. As such, the flow of funds over the life of the grant will reflect low financial flow and high financial flow designed to facilitate the best results for each grant activity.



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Grant Performance Report (ED 524B)
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PR/Award
#:H323A050006

SECTION C - Additional Information *(See Instructions. Use as many pages as necessary.)*

Montana's State Performance Development Grant involve the work and collaboration of a number of partners. These partners, unchanged since the original proposal, are as follows:

- At the University of Montana, the SPDG collaborates with Dr. Margaret Beebe-Frankenberger in the area of RtI, Susie Morrison in the area of early childhood , and Dr. Gail McGregor in the area of Universal Design for Learning (tied to the We Teach All Initiative) and project evaluation activities.
- At MSU-Billings, SPDG personnel are collaborating with Dr. Linda Christensen and colleagues to work on the issue of preparing special education teachers to meet content area expectations tied to highly qualified teacher status.
- Parents Let's Unite for Kids, Montana's parent training and information center, is a partner in this effort.
- Each of the state's Comprehensive System of Personnel Development Regional Councils are collaborating with the SPDG, funding local initiative with SPDG dollars that are aligned with project goals.
- Contractors, including personnel from Capital High School in Helena, MT, are providing training in differentiated instruction aligned with the SPDG We Teach All initiative.
- There is a strong partnership between the Division of Special Education within The Office of Public Instruction and Montana's Reading First initiative.

No changes in key personnel are requested for the upcoming project period. Key staff continue to be Susan Bailey-Anderson and Nikki Sandve within the Division of Special Education at The Office of Public Instruction. They work under the direction of Division Administrator Marilyn Pearson (acting) and Bob Runkel (currently acting as Assistant Superintendent).